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ABSTRACT

The first of the two major sections of this report deals with a review of the training of English and mathematics instructors. The results of a survey of English and mathematics department chairmen in 4-year institutions regarding their attitudes toward having or developing a specialized Master's degree program for the teaching of these subjects in the community college are presented. These results showed that for the two subject areas nearly 50% of the chairmen advocated the development of such programs in contrast to the considerably smaller percentage of schools actually having such programs. Section two of the report presented the results of an investigation of the occupational instructor preparation project at Southern Illinois University. Requirements for entering the program are discussed as well as program goals and objectives, practical and academic training received through the program, and financial aid to students enrolled in the program. (AL)

THE LEISURELY PACE IN THE RACE AGAINST TIME:
BABY-STEPS FORWARD IN PREPARING JUNIOR COLLEGE TEACHERS*

Part I
A Limited View of the English/Mathematics Situation

Last Spring at the annual conference of the Illinois Association of Community and Junior Colleges I started a talk to the occupational program deans and directors with this statement:

For many years as a junior college dean I damned the universities rather generally for giving virtually no special attention to the preparation of those planning to go into junior college teaching as a career. After limited experience as a part-time or full-time faculty member at three universities, and as an observer at others, I see little reason to withdraw that condemnation.

Universities and junior colleges both are responsible--if unequally so--for the paucity of graduate programs designed effectively to prepare community college teachers. Academic departments of senior institutions for too long in too large numbers have been encased in an almost impenetrable shell of self-delusion concerning the value of their master's programs for the development of junior college teachers--if they have given thought to the question at all. The probable fact is that most such curricula are designed primarily as stepping-stones toward admission to narrowly-focused, research-oriented doctoral programs--not as vehicles for the special preparation of community college teachers.

On the other hand, I have become convinced that a great many junior colleges themselves are to be indicted for allowing this situation to continue. The destinies of the universities and the junior colleges are bound up in each other--they need each other for very obvious reasons. But it has become increasingly apparent that certain needs of each will not be met adequately unless the junior colleges provide leadership to the universities in significant respects. "If you can't take Mohammed to the mountain, etc." in this case translates: "If university people don't get out into the junior colleges to find out

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what the real needs are that they should be serving better, then junior college people had jolly well better hie themselves into the universities to express these needs in no uncertain terms, especially as they relate to university curricula which are supposed to be preparing teachers well for the junior colleges."

Since saying those things, however, I have wondered if perhaps I have been too harsh in my judgment of the universities. Perhaps more is being done than I have been aware of.

Ed Gleazer reported about a year ago that some 200 colleges and universities say they do something toward the preparation of community college teachers, but that the big question is how effective they are.¹ A statement issued by the AAJC in February, 1969, said that "75 to 100 graduate institutions now offer an identifiable graduate program designed to include preparation of new career-oriented community junior college faculty in one or more recognized disciplines."²

Recently, in order to get a bit of fresh information as to what universities are doing to give special attention to the preparation of English and mathematics teachers, I carried out, with the help of a graduate student (Robert Burke), a simple questionnaire survey of 73 state universities and colleges in five states having about 55% of the total junior college enrollment in the country. My assumption was that the public universities and colleges in those states would have had special pressure exerted upon them by the junior colleges to develop relevant teacher preparation programs.

I chose English and mathematics curricula for the survey for several reasons:

1. These are two of the subject areas enrolling high proportions of junior college students.

2. In spite of all efforts to alleviate the problem, considerable academic mayhem continues to take place in these courses in too many junior colleges, especially at the freshman level.
3. Probably 20% or more of the full-time instructional faculty in most community colleges teach in these two subject areas.
4. My preconception was that at the university level these have been two of the most traditional, hard-line, "put-'em-all-through-the-same-mold" departments, and that this attitude has spilled over into the junior colleges by means of their own teachers who, after all, generally are graduates of these same university programs.

A couple of more personal reasons also triggered the carrying out of the survey. For a long time I have believed that my own Master of Arts degree program in English (accomplished almost 25 years ago) was designed far better for the teaching of graduate courses than for the teaching of students in the secondary schools to which I then returned. And the same belief was carried over later to the junior college situation.

A sidelight of interest to me is the fact that a few master's programs in English I've recently reviewed show relatively little change over mine of a quarter-century ago. Yet I suspect that most university English departments would maintain stoutly that their regular M.A. program is fine preparation for teaching in junior colleges, even though many might be hard-pressed to name any junior college courses in English except the standard freshman offering and one or more literature courses. The remedial and developmental courses in the communications area probably would receive little attention or support.

One of the reasons for including mathematics in the survey was a conversation I had recently with a university mathematics professor. We had a non-violent discussion but found that we disagreed on most points

dealt with. Briefly, he felt that all of the math department's master's students must be overtrained in order to make sure that no one could ever be used to teach a college math course that he was not prepared for. Therefore, everyone, regardless of whether he wanted to teach remedial math or calculus, must take abstract algebra, a year's sequence in advanced calculus, and other high level mathematics courses. On the other hand, he said that if he had his way the community colleges would not be involved with students who plan to transfer to a university. I pointed out that, under the higher education plan of the state, junior college transfers to the universities soon would be in much larger numbers than those who started as freshmen at the universities. And the answer was, "All right, then, we'll train all of our graduate math students at high levels so when they teach in junior colleges they'll send good students to us."

I agreed that sending well prepared students to the universities was one of the worthy purposes of the community junior college but that a large two-thirds of the junior college students were not transferring to senior institutions, that many of these needed lower level and remedial work in math. that by far the greater number of junior college math teachers would not be teaching courses beyond college algebra and trig, that many of his "over-kill" graduates would feel that teaching anything other than higher level math courses was demeaning, and that this attitude on the part of the teachers in junior colleges simply contributes to the problem, not to the solution.

At any rate, this debate was one of the factors that caused me to include math in the survey, because I wanted to get an indication of the

extent to which university mathematics departments give special attention to the preparation of those planning to go into junior college teaching.

Questionnaires were sent to all of the state-financed universities and colleges in California, New York, Illinois, Florida, and Texas which were listed as having graduate programs.³ Of the 79 contacted, six indicated that they were special-purpose institutions (such as medical centers) which had no relationship to the purpose of the study. Therefore, the base figure was reduced to 73 in reporting the percentage of response to the survey instruments. Questionnaires were sent to the English and mathematics departments on January 8, 1970, and to the colleges of education on January 21, 1970. The purpose in contacting the latter group was to find if there were interdisciplinary master's programs in English and mathematics coordinated or offered by departments in the colleges of education, which the English and mathematics chairmen might not mention. However, I am not prepared to report on the results of the education department survey at this time.

Before reporting a limited portion of the survey findings, I should make clear that this little study was simply an effort to get some direct, easy-to-digest factual information (even though it didn't work out that way completely). It was not an attempt to produce a research study from which generalizations might validly be deduced. Now, having made this precautionary statement, let me give very briefly a few of the results.

Of the 73 English department chairmen contacted, 49 (67%) responded. In answer to the question, "Does your department offer a master's degree specifically designed for the teaching of junior college English?," 13

(27% of 49) said, "Yes," and 36 (73%) said, "No." Of the 13 saying, "Yes," 12 responded to the question, "Do your students have an opportunity to engage in an internship program in a junior college?" Seven of these said, "Yes," and five said "No."

"Does your M.A. degree program provide for electives that would give special attention to the preparation of a future junior college English teacher?" Although this question was supposed to be answered only by the 36 who had said they did not have a specially designed master's program for the teaching of junior college English, actually 41 of the 49 total did respond. Of this number, 20 (49% of 41) said, "Yes," and 21 (51%) said, "No."

"In your opinion, is an M.A. designed specifically for the teaching of junior college English desirable?" Forty-eight answered this question, 25 (52% of 48) saying, "Yes," and 23 (48%) saying "No."

Apparently, then, while over one-fourth of the English departments actually have especially designed master's programs for teaching junior college English, over one-half think it would be desirable to have such programs. Or to look at it in another way, nearly three-fourths of the English respondents have not developed master's programs giving special attention to junior college needs. And only one-seventh of the responding institutions provide English internship possibilities in a junior college.

Of the 73 mathematics department chairmen contacted, 47 (63%) responded. In answer to the question, "Does your department offer a degree specifically designed for the teaching of junior college mathematics?," five (11% of 46) said "Yes," and 41 (89%) said, "No." Of the five saying "Yes," to the above question, two responded, "Yes," and three, "No." to

the question, "Do your students have an opportunity to engage in an internship program in a junior college?"

"Does your regular master's degree program provide for electives that would help prepare a future junior college mathematics teacher?" Although this question was supposed to be answered only by the 41 who had said they did not have a specially designed master's program for the teaching of junior college mathematics, 43 of the 46 total did respond. Of this number, 28 (67% of 43) said, "Yes," and 14 (33%) said, "No."

"In your opinion, is a master's degree designed specifically for the teaching of junior college mathematics desirable?" Forty-four answered this question, 21 (48%) saying, "Yes," and 23 (52%) saying, "No." Thus, while only about one-ninth of these colleges have special master's programs for the teaching of junior college mathematics, nearly one-half think they serve a useful purpose.

Apparently then, the English and math chairmen are split almost evenly on the question of the desirability of such programs. However, the English departments have moved somewhat more quickly in instituting them, with 13 reported in English and only five in mathematics. Perhaps the most heartening aspect of the survey to me is the fact that about half of the department chairmen seem favorably disposed toward giving special attention to junior college teacher preparation. My hope is that this may represent a long-needed liberalization of attitude on the part of some key university people. If so, we may be witnessing the small beginning of a healthy trend.

Part II
One Better Way to Prepare Teachers of
Occupational Students in Community Colleges

In his book, This Is the Community College, Ed Gleazer stated that there would be substantial agreement among those in the community college field as to the elements needed in a good graduate program to prepare teachers of the academic transfer courses in junior colleges. "But for the occupational programs," he said, "different patterns of experience may be needed. The going becomes somewhat difficult at this point, though, because little headway has been made in determining the best way to qualify faculty for the occupational programs. One of the most promising developments is the Occupational Instructor Project at Southern Illinois University, a joint project of the Junior College District in St. Louis-St. Louis County and of SIU supported in part by a grant from the Ford Foundation."⁴

The Project to which Dr. Gleazer referred is now entitled Community College Cooperative Internship Program. It is designed to accommodate both those who plan to teach specialized occupational courses and those who will teach general education courses included in occupational curricula. It provides an opportunity to gain, before employment, an understanding of the philosophy, objectives, and organization of the community college and the post-secondary technical institute.

Eligible candidates are those who plan to teach students in the occupational programs of community colleges and who fulfill one of the following educational requirements: has a bachelor's degree in an academic area commonly included in the general education portion of a curriculum for occupational students (e.g., English, mathematics, biological sciences,

physical sciences, social sciences, or psychology); or has a bachelor's degree in an occupational field appropriately related to agriculture, business, engineering and industrial technology, health, or public service; or has two or more years of college-level work (but less than that required for a bachelor's degree) in an appropriate occupational or academic curriculum.

Each person's program is designed to culminate in a master's degree. Of the 48-quarter-hour minimum requirement of the master's program, 60% of the courses are in the subject area, 15% in community junior college and technical and industrial education, and 25% in a one-semester teaching internship experience under the supervision of a "master teacher" on one of the three campuses of the Junior College District.

The master's degree may be taken in any appropriate department of the university, including the Department of Higher Education. In each case, however, in addition to 29 or more quarter hours in the subject area, the following courses must be taken as a part of the degree program or in addition to it:

The Community Junior College (4 quarter hours)
Principles and Philosophy of Industrial, Vocational, and
Technical Education (3 quarter hours)
Junior College Teaching Internship (12 quarter hours)

The Master of Science in Education degree program for the preparation of junior college teachers in the Department of Higher Education requires the above nineteen hours plus at least 29 in the subject area (32-36 recommended), and a research paper in the subject field. Similar degree programs are available for Project students in Technical and Industrial Education, Home Economics, and Business Education. In other departments, all or part

of the specified 19 hours may have to be taken beyond the usual departmental degree requirements.

The subject area concentration of the master's program is planned in conjunction with the subject area department, and an effort is made to select those courses which provide the best background for teaching specific courses at the junior college level.

The community junior college course is designed to promote understanding of the comprehensive purpose of the community junior college and to provide a realistic orientation for those planning to teach in a junior college. The technical and industrial education course gives attention to vocational education and the importance of occupational students and their programs. Too many teachers in junior colleges consciously or unconsciously still regard the transfer students as the only "really" important ones, and these two courses help to change that attitude.

The research paper is on a topic in the subject field which is related to the student's area of competence for junior college teaching.

The internship is a comprehensive, one-semester experience which includes the following elements:

- a. Responsibility for teaching two classes in the intern's subject field throughout the semester and under the supervision of a teacher at the Junior College District.
- b. A weekly seminar of the interns, dealing with problems of the internship and relevant community college topics. The seminar is coordinated by the Project director in St. Louis (Charles Hill), and he and key junior college staff members participate in discussion sessions with the interns.
- c. Participation in departmental and general faculty meetings.
- d. Several visitations to the classes of other teachers to observe them in action and to gain ideas from them.

- e. Visitation in all of the major operational areas of the college (such as Registrar's Office, Student Personnel, Business, etc.)
- f. Special studies involving student problems.
- g. Visits to local industries and businesses which may be related to the intern's subject area.

All in all, we regard the internship experience as valuable and comprehensive, and this belief is borne out by the evaluations of those who have completed it.

During the quarters a Project student is on campus at SIU in his master's program, he serves as a graduate teaching assistant in the subject area department, paid through the Project budget and at the same rate as other teaching assistants in the department. The teaching assistant wages currently vary from \$250 to \$300 per month. To the extent that it is feasible in an individual case, the student also serves at least one quarter as a teaching assistant at the SIU Vocational-Technical Institute, since this plan provides the means by which he can be in contact with associate degree technical students and programs in a teaching relationship either before or after he goes to St. Louis for the internship. During the semester's internship in St. Louis, each Project student receives a \$2000 stipend, for which he is actually under contract to the Junior College District. The only financial aid available through the Project budget for participants below the master's level at SIU is payment of the difference between in-state and out-of-state tuition for out-of-state students. However, undergraduate students in the program are as eligible as any others for the usual forms of financial assistance available at the University (scholarships, loans, student work, etc.).

At the end of the current semester in June, 56 individuals from Southern Illinois University will have completed the internship experience on one of the three campuses of the Junior College District of St. Louis-St. Louis County, Missouri. By June of 1971, we expect to have reached 100.

In addition to the regular interns from Southern Illinois University, by the end of the current semester 43 so-called "pre-service interns" will have completed the internship experience in St. Louis. The pre-service interns are those who already have the master's degree (in a few cases, less than that) and good work experience in their field in industry or business or other relevant areas of employment such as public service or health-related work. These interns are paid at the same rate as the regular faculty of the Junior College District with comparable experience and degrees, and they do not take the internship for credit since in most cases they already have master's degrees. This aspect of the program ends with the current semester.

The Community College Cooperative Internship Program is to be planned on a continuing basis, since obviously the Ford Foundation did not plow in a half-million dollars on a one-shot proposition. Ford support discontinues on June 30, 1971, and determining a different mode of financing the program will take planning and inter-institutional cooperation.

I hope that in increasing numbers in this nation, universities and junior colleges will design cooperative programs similar to the one described here. Perhaps federal grants are attainable--not necessarily at the present time--but I believe the great need is for universities and junior colleges to develop such programs as a part of their normal operations and budgets.

The master's program described above for Ford Project students at Southern Illinois University probably stands somewhere between the traditional subject matter master's (which doesn't spare a nod in the direction of the community college) and one which would be better but perhaps not yet attainable. I emphasize that this master's program provides good minimal preparation for beginning junior college teachers. I do not suggest that it is the only or the ideal "route to heaven."

Without programs of this kind, however, we simply are left in the historic position of turning out people who have a master's-degree-level knowledge of their subject matter, but with no understanding of the community college, with more attention given to research than to teaching, with no prior contact with the community college "student mix," and with unrealistic attitudes toward their task as community college teachers. Without such programs, junior college deans and department chairmen are left with the same old task of trying to provide some type of orientation and in-service education to help new, unprepared teachers keep from making serious mistakes detrimental to the students they are supposed to serve well.

Although the community college is beginning to seep into the consciousness of greater numbers of university people, thus far--with a few exceptions--the effect upon graduate programs appears to have been minimal. A pathological assessment of the master's program condition perhaps would place it at some point between tired blood and malignancy. And I suppose it would follow that the cure lies somewhere between Geritol and radical surgery. I tend to lean toward some solution less dramatic than the axe, and perhaps the type of master's program described in this report provides

an example of a moderate approach to the problem.

In their book, The Academic Revolution, Jencks and Riesman present one view of the community college in these words:

These (public community colleges) recruit many of their faculty from the public schools and many others from former teachers colleges, hire relatively few Ph.D.'s from major graduate schools, show comparatively little deference to professional academic opinion about how an institution of higher learning should be run, and consequently teach both subjects and students whom most scholars regard as worthless.⁵

Ed Gleazer's response is: "The major assignment of the community college is to extend educational opportunity. We now have 2 million students in our system. You wonder what would have happened to them without community colleges."⁶

I hope that the community colleges will continue to do those things that are desperately needed, and without undue "deference to professional academic opinion about how an institution of higher learning should be run." The occupational curricula are one constructive answer to serious national problems, and the preparation of good teachers for students in these and the other important programs of the community colleges is a vital necessity. Through rational cooperation between the universities and the community junior colleges, there is some hope that the need can be met.

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